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ABSTRACT

This report presents a state plan for global education which was prepared by the Florida Advisory Council on Global Education. The plan is intended to be used by kindergarten through adult educators who intend to introduce global perspectives into existing programs. The report contains a brief summary, a list of Council members, a brief definition, a rationale, and general and specific recommendations. Global education is defined as the process which provides students with the knowledge, skills, and attitudes that are necessary for them to meet their responsibilities as citizens of their community, state, and nation in an increasingly interdependent and complex global society. The rationale section states that Floridians need to acknowledge that they are economically, politically, and culturally dependent on a global system for existence. For example, their growing population is multicultural, multilingual, and multinational. Their economy is heavily dependent upon foreign trade and investment. Among the general recommendations for global education are to convene a governor's commission, appoint a state coordinator, unify policies, develop state education regulatory units and develop state and local networks. It is specifically recommended that the State Department of Education, local schools, universities, community colleges, and teacher education and adult programs develop plans and programs which would help to integrate global education into Florida's educational system. Other specific recommendations include supplying media facilities with global resource materials, evaluating the effects and skills of global education, and implementing further research. (Author/NE)

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STATE PLAN FOR GLOBAL EDUCATION IN FLORIDA:

FINDINGS AND RECOMMENDATIONS

SP013927

Florida Advisory Council on Global Education

December, 1981

EXECUTIVE SUMMARY

In January, 1980 the Florida Advisory Council on Global Education convened to develop this state plan for global education and to provide related policy recommendations to the Florida Department of Education. The Council drew support from the Global Awareness Program at the School of Education, Florida International University in Miami. The Council's membership comes from the various segments of Florida's educational community and geographic regions.

The Advisory Council suggests that: Global Education is the process which provides students and individuals with the knowledge, skills, and attitudes that are necessary for them to meet their responsibilities as citizens of their community, state, and nation in an increasingly interdependent and complex global society. In addition, education for a global perspective includes at least the following components: 1) the ability to conceptualize and understand the complexities of the international system; 2) a knowledge of world cultures and international events and; 3) an appreciation of the diversity and commonalities of human values and interests.

It is important to note that education for a global perspective is not: a new curriculum, a new course to be added to a school's curriculum, a political or world government movement, an ivory tower concept, or a panacea for domestic problems. In fact, it is an attempt to strengthen national well-being, foster domestic economic development, promote educational excellence, help citizens more fully develop human potential, and a planned attempt to integrate global perspectives into existing school curriculum.

Global education is vitally important to Florida's future. Approaching 10 million people, Florida ranks seventh among the states in total population. It is the fastest growing state in the nation and is expected to rank fourth in the 1990 census. With its rapid growth and multicultural character, Florida's population makes the State one of the dynamic areas in the entire industrial world.

Florida's population growth is occurring at the same time that the world's economy is rapidly becoming more interdependent. Therefore, Florida's economy is growing to maturity in the context of global interdependence. In 1979-1980, for example, the State's international trade increased by 40% over the previous year.

Floridians need to become aware that the State is not living in social, economic, and political isolation from the rest of the world and they as individuals, their community, and the State are linked to and dependent on a global system for existence. In fact, Florida's and the Nation's security, prosperity, and way of life are dependent in large part on citizens developing the capacity to understand other nations and cultures and therefore to be able to participate in international economic, social, cultural, and political policies and decisions.

Florida has made a number of specific commitments to the development of global education policies and projects. In 1979, the State Board of Education

passed a "Resolution to Support the Concept of Global Education." In August 1979, the Florida Department of Education published an Inventory of Global Education in Florida. In January 1980, the Florida Advisory Council on Global Education was convened. Since 1977, thirteen postsecondary institutions in Florida have joined together to form the Florida Collegiate Consortium for International/ Intercultural Education. The federal government has funded global education projects at two of Florida's public universities and several of Florida's community colleges. Finally, the Commissioner of Education, Ralph D. Turlington, has twice publicly stated his commitment to global education.

The Council's findings and recommendations are intended to outline the necessary ingredients for a planned approach for global education throughout Florida. Recommendations are designed with flexibility to insure that local school districts are able to develop global education activities consistent with local needs. The plan is based on certain premises -- that it is not a new curriculum or course; that it is not a state mandate; that it is to be community oriented; and that education for a global perspective is vital to Florida's pursuit for educational excellence and economic development.

Accordingly, the Council developed the following general recommendations:

1) A Governor's Commiss[illegible]n on Global/International Studies and Foreign Languages should be [illegible]ned with support provided by the Office of the Governor, the De[illegible]ent of Education and other state agencies.

2) A full-time, career-service position within the Department of Education should be developed to coordinate international education activities throughout the State and give leadership and direction to State international education policy.

3) State policies should not be mandates but serve to encourage the development of local, regional, and institutional policies. Policies involving specific requirements, program and pedagogical changes, and the creation of rules should be derived from local initiatives.

4) The Office of Teacher Education, Certification, and Staff Development in the Department of Education should conduct a review of the teacher certification and recertification requirements and to consider the addition of a global/international dimension to the Florida Teacher Certification Examination.

5) The Student Assessment Services Section of the Department of Education should consider preparing and conducting a statewide social studies test which would include a dimension to assess student knowledge of the world.

6) The Department of Education should take the leadership in promoting the development of local networks in global education.

7) The Instructional Materials Section of the Department of Education should develop global education criteria to be used in textbook adoption.

In addition to the general recommendations, the Council drew up specific recommendations to cover related conceptual issues, as well as appropriate educational and governmental agencies, organizations, and institutions. The list of topics addressed includes the following:

The Florida Department of Education
Local Schools, School Districts, and School Boards
State, Community and International Agencies
Area Study Centers
Universities
Community Colleges
Adult and Community Education Programs
Teacher Education Programs
Foreign Language Study
Multicultural Education
Libraries, Media, and Learning Resource Centers
Research and Evaluation Needs
Law Related Education

Council members believe the plan will not succeed unless it is understood that action must be the concern of all levels of educational systems, from kindergarten through graduate training and research. Action must also be the concern of the private foundations, of business and labor, of the media, of the local communities, of professionals and volunteers alike.

ACKNOWLEDGEMENTS

The Florida Advisory Council on Global Education is much indebted to friends and colleagues who where kind enough to read this document, attend meetings, and to give the benefit of their advice. Special recognition should be given to Dr. Donald E. Williams, Dr. Thomas A. Breslin, Ambassador Robert Ryan, Dr. Catherine Cornelius, Dr. Abdelwahab Hechiche, and Mr. James Becker for their consistent participation, contributions, and concern.

Special gratitude is extended to Professor Jan L. Tucker, Director of the Global Awareness Program at Florida International University for his support and his keen professional leadership.

The Council is grateful to Commissioner Ralph D. Turlington for encouragement and concern for international understanding.

Appreciation goes to the Chief State School Officers for financial support provided for this document.

Finally, the Council especially wishes to thank Mrs. Donna Moriarty and Mrs. Dolores de la Guardia for patience and skill in typing this document.

Richard Alterman
Chairman, Florida Advisory Council
on Global Education

PREFACE

Global education is vitally important to Florida's future. Approaching 10 million people, Florida ranks seventh among the states in total population. It is the fastest growing state in the nation and is expected to rank fourth in the 1990 census. With its rapid growth and multicultural character, Florida's population makes the State one of the dynamic areas in the entire industrial world.

Florida's population growth is occurring at the same time that the world's economy is rapidly becoming more interdependent. Therefore, Florida's economy is growing to maturity in the context of global interdependence. In 1979-1980, for example, the State's international trade increased by 40% over the previous year.

Population growth and economic interdependence mean that Florida's institutions, including its education system, must change. New perspectives are needed. Creative leadership is required. Formal education in the State is expected to lead the way. Global education can assist Florida's citizens to meet the challenges of the global age and to ensure that all shall share fully in its opportunities and benefits.

The excellent work of the Florida Advisory Council on Global Education is testimony to the grass roots power of education for a global perspective. Members of the Advisory Council have freely contributed their valuable expertise to advance at the state level an idea whose time has come in their communities and in their universities and schools. Their contribution to the improvement of education statewide is public service of the highest order. Their report and recommendations on global education offer an avenue for achieving the standard of excellence in education that has been established by Florida's leaders and citizens to meet the challenges of the 1980s and beyond.

The Florida Advisory Council on Global Education is grateful to Ralph D. Turlington, Commissioner of Education, for his early and vigorous leadership in global education and for his support of the work of the Council itself. The Council's report is a challenge to all Floridians who share an interest in the State's global future to transform this strong beginning into a reality in our schools and universities.

Jan L. Tucker
Professor of Education
Director, Global Awareness Program
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THE FLORIDA ADVISORY COUNCIL ON GLOBAL EDUCATION

In January, 1980 the Florida Advisory Council on Global Education convened to develop this state plan for global education and to provide related policy recommendations to the Florida Department of Education. The Council drew support from the Global Awareness Program at the School of Education, Florida International University in Miami. The Council's membership, listed below, comes from the various segments of Florida's educational community and geographic regions. In all, the Council met four times in open session at the Host International Hotel in Tampa and the Collins Building in Tallahassee.

In addition to preparation of the State Plan, the Advisory Council has carried out other functions. In May, 1981 the Council sponsored a special global awareness session in Tallahassee for members of state government interested in and/or related to Florida's interactive role with the world. At this meeting, guests were able to meet Council members, discuss global studies in Florida, and to view the National School Boards Association videotape entitled, "The Global Connection." Commissioner Ralph D. Turlington addressed members and guests and reiterated his concern and support for global education.

One of the more significant functions performed by the Advisory Council was its service as the nucleus for an evolving statewide network in global education. As the group's existence became known and publicized, interested scholars, citizens, educators, and organizations contacted Council members to learn more about Council activities and goals as well as to offer support. The Council added these people to its mailing list, kept them apprised of the Council's activities, and invited them to attend Council meetings. Many accepted this invitation and attended more than one meeting. Council members encouraged all guests to participate in their deliberations, thereby keeping the dialogue open in an atmosphere of free exchange. In this way the Council has provided statewide leadership for both global and international education.

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DEFINITION

The Florida Advisory Council on Global Education suggests that: Global Education is the process which provides students and individuals with the knowledge, skills, and attitudes that are necessary for them to meet their responsibilities as citizens of their community, state, and nation in an increasingly interdependent and complex global society. In addition, education for a global perspective includes at least the following components: 1) the ability to conceptualize and understand the complexities of the international system; 2) a knowledge of world cultures and international events and; 3) an appreciation of the diversity and commonalities of human values and interests.

Advisory Council members synthesized this definition from a review of the variety of definitions offered in the literature and policy statements concerned with global education. Council members agreed that this definition both conveyed their understanding of global education as it related to international education and was flexible enough to permit local schools and communities to initiate global education projects adaptive and appealing to the needs of local citizens.

As the definition suggests, global education embraces the study of nations, cultures, and peoples, with emphasis on how these elements are interconnected, how the relationships change, and what individuals should be concerned with in a world of global interdependence. Furthermore, education for global perspectives draws on present academic disciplines and expands them to meet this circumstance. Finally, it provides opportunities for developing more realistic views on world problems, issues, and prospects,and the basic knowledge and skills essential for life in a global age.

An interdisciplinary and cross-disciplinary emphasis is central to global education for the development of global perspectives requires intellectual contributions from many sources. As the U.S. Commissioner of Education's Task Force on Global Education stated in its 1979 Report with Recommendations:

> "Global perspectives must be grounded broadly in the various disciplines--the natural sciences, the humanities, and the social sciences-- and must also draw upon a fresh analysis of systems and other concepts." (p. 4)

Global education is about people as individuals and as members of a society. It is about how societies and individuals relate to the world's environment, institutions, and social, political, and economic systems as well. Therefore, global education must include the study of foreign languages, other nations and cultures, geographic regions, multicultural and ethnic awareness, and such world-based concerns as energy and environment. In this way education for a global perspective is likely to be interdisciplinary.

It is important to note that education for a global perspective is not: a new curriculum, a new course to be added to a school's curriculum, a political or world government movement, an ivory tower concept, or a panacea for domestic problems. In addition, global education does not devalue patriotism or national independence. In fact, it is an attempt to strengthen national well-being, foster

domestic economic development, promote educational excellence, help citizens more fully develop human potential and understanding and, integrate global perspectives into existing school curriculum.

RATIONALE FOR GLOBAL EDUCATION IN FLORIDA

Currently, nations and peoples are being drawn into increasingly complex relationships and involvements because of such factors as technological and communication advances, increased world trade and economic interdependencies, tourism, academic and cultural exchanges, world competition for markets, environmental concerns, and world armament. Indirectly and directly both nations and peoples are being influenced in myriad ways by these growing international linkages.

Florida's International Character: The linkages of Floridians to the global community are varied and significant and include considerations of energy resources, world food supplies, and cultural interactions. Consider the following:

1. Florida is known as the "Gateway to the Americas." In 1980 over 1000 flights originated daily in Florida and traveled to the Caribbean as well as to Central and South America.

2. Thirty-eight nations maintain consulates in Florida.

3. International Trade Bureaus are maintained by the state of Florida in Frankfurt, Germany and Tokyo, Japan.

4. The United States Customs Bureau has created 13 international ports in Florida.

5. Over 100 multinational corporations currently operate in the State.

6. In 1980, goods valued at $10,340,000,000 were exported from Florida ports and goods valued at approximately $6 billion were imported through Florida. This represented a 40% increase in dollar amounts from 1979 to 1980.

7. Over 500,000 non U.S. citizens reside in Florida.

8. In 1979-80 over 13,000 foreign students attended institutions of higher learning in Florida.

9. Direct foreign investment by more than 40 nationalities in Florida currently total well over $1 billion.

10. Florida is a prism of cultures and peoples, speaking many different tongues. The State is home to many groups reflecting a global mix.

Floridians need to become aware of these and similar contributions in order to better understand that the State is not living in isolation from the rest of the world and that they as individuals, their community, and the State are linked to and dependent on a global system for existence.

In fact, the extent to which the people of the world have been internationalized demands that Floridians alter ways in which they view themselves as they relate to the world and to others. The traditional view of the world as a collection of independent countries with limited United Nations-type contact no longer accurately portrays reality. A more progressive view, based on constant interaction within the global system, must replace this anachronism. This growing interrelatedness has increased the need for citizens with knowledge and awareness of the global dimensions of contemporary political, economic, and cultural phenomena. FLORIDA'S AND THE NATION'S SECURITY, PROSPERITY, AND WAY OF LIFE ARE DEPENDENT IN LARGE PART ON CITIZENS DEVELOPING THE CAPACITY TO UNDERSTAND OTHER NATIONS AND CULTURES AND THEREFORE TO BE ABLE TO PARTICIPATE IN INTERNATIONAL ECONOMIC, SOCIAL, CULTURAL, AND POLITICAL POLICIES AND DECISIONS.

This increasingly interdependent world presents an enormous challenge to education in both Florida and the United States. As a major force in world affairs, our policies and decisions influence the entire world; as a democratic nation, our policies are shaped by public opinion. But several studies indicate that America's students and citizens lack the most basic geographical, historical, and political knowledge about other nations and cultures, and rank even lower in this knowledge than most other industrial nations. For example, the Educational Testing Service surveyed about 2,000 college students at 185 colleges and universities during 1980 on their knowledge of international issues and found that less than 10% of freshmen and less than 15% of seniors could answer two-thirds of the survey's 101 questions correctly. In addition, test results revealed that education majors scored the lowest of all declared majors.

Florida's International Population: Florida's growing population is multicultural, multilingual, and multinational. This human diversity is making Florida a laboratory of social interaction and change. Global education provides a conceptual network for linking these separate and sometimes conflicting parts into a more coherent pattern. Florida is a classic illustration that in today's interdependent world, local and global concerns are interacting parts of the same whole. In Florida, most local issues have a global framework and many global problems have immediate local impact.

Florida's International Economy: Since Florida's economy is heavily dependent upon foreign trade and investment, more and more job opportunities have become available for Floridians in the international sector. The facts, however, appear to indicate that education, higher education in particular, is not delivering the learning opportunities or resources needed by those who plan to make careers in international business, or needed by businesses themselves to purposefully pursue overseas markets and opportunities.

Again, consider the following examples:

- The failure rate of managers assigned overseas to complete their assignments runs as high as 67%.

- Unwillingness of small and medium sized firms to initiate and engage in business activities overseas.

- General inability of many American business managers and marketing personnel to speak and understand languages other than English.

- Most business schools do not require coursework in international business.

- According to the President's Commission on Foreign Language and International Studies approximately 3% of all undergraduates have been enrolled in any courses which deal specifically with international events, peoples, or cultures.

If Florida's business community is to capitalize upon its uniquely international setting, it will need to make some changes in its selection of personnel and its use of resources for international trade.

In addition, the State will also have to enjoy far stronger support from its educational communities. Educators have not only a responsibility to lead, but have the resources already at hand to exercise that leadership.

Global education is intended, in part, to provide relevant perspectives to prepare Floridians to participate more fully in our international economy. In turn, global education will help to create a level of excellence in Florida's classrooms that will attract even more industry and business. Thus, global education in Florida should be based on the economic opportunities as well as the reality of a rapidly changing, interdependent world.

Florida's Commitment to Global Education Florida has made a number of specific commitments to the development of global education policies and projects. First, in February 1979, the State Board of Education passed a "Resolution to Support the Concept of Global Education", and stated, "Be it resolved, that the Florida State Board of Education requests the Commissioner of Education, the Florida Department of Education, the Bureau of Curriculum Services, local school boards and administrators, and teachers of social studies to promote and include within social studies curricula a concept of global interdependence." This Resolution was well received by educators around the State as well as in the nation at large. For example, a group of Californians are using Florida's Resolution as a model to pass a similar resolution for their State.

Second, positive reaction by Floridians to this initial effort prompted the Florida Department of Education in August 1979, to publish an Inventory of Global Education Resources in Florida. This document has already gone through two printings and is scheduled to be updated in 1982.

Third, in October, 1980 Ralph D. Turlington, Commissioner of Education, addressed a United Nations Day Banquet at Miami's Dupont Plaza Hotel and reiterated his commitment to global education when he stated, "Global Awareness presents one key to creating a more integrated, functional approach for preparing students to deal with contemporary society."

Fourth, in January, 1980 the Florida Advisory Council on Global Education was convened to develop this state plan to infuse global education into the multiple levels of education in Florida as well as to provide the Department of

Education with policy recommendations. As stated earlier, the Council draws its membership from the various segments of Florida's educational community including adult, university, community college, elementary, and secondary education and has successfully served as a nucleus for an evolving statewide network in global education.

Fifth, thirteen postsecondary institutions in Florida have joined together, as early as 1977, to form the Florida Collegiate Consortium for International/ Intercultural Education. At present, eight community colleges and five universities are members. The Consortium serves as a network mechanism for global education in Florida.

Sixth, the federal government has funded global education projects at two of Florida's public universities and several of Florida's community colleges. In 1979, the College of Education, in cooperation with the Centers for Latin American, African, and European Studies, at the University of Florida received $25,000 to train instructional leaders in seven Florida counties. In 1979 and 1980 the Global Awareness Program at Florida International University received approximately $16,000 to develop and disseminate curriculum models in global education, to conduct global awareness and global issues workshops, and to direct a statewide advisory group on global education.

Finally, the Florida Department of Education has sought federal funds to conduct regional global education workshops in Florida for fiscal year 1981-82.

Florida's National Leadership Role Florida's commitments to the development of global perspectives is highly consistent with and parallels the concerns and findings of many national educational agencies and organizations, the federal government, and a number of other states. Consider the following selected examples.

The National School Boards Association (NSBA) conducted a national poll of school board members and superintendents and found that 61% of school board members and 69% of superintendents thought that "global education" was " an important idea." The North Central Association of Colleges and Schools, in conjunction with the Charles F. Kettering Foundation, recommended a new global education concept in learning in its project called School Improvement Through Global Education. In 1979 the President's Commission on Foreign Language and International Studies warned in Strength Through Wisdom, A Critique of U.S. Capability, that nothing less was at issue than the nation's security. They feared that there was a widening gap between the need to maintain transnational dialogues and the American competence to understand and deal successfully with other peoples in a world of flux. To support this, they pointed out that:

- Only 15% of American high school students now study a foreign language, down from 24% in 1965;
- Only 8% of American colleges and universities require a foreign language for admission, compared with 34% in 1966;
- The 1966 International Education Act has never been funded;
- Federal funding for foreign area research has declined 58% in constant dollars between 1962 and 1976;

- The Ford Foundation, which spent $271 million on international education programs in 1962-67, provided less than $4 million to these in 1978;

- International studies are required to give Americans the means whereby they may participate more intelligently and actively in the world economy and to expand communication with the rest of the world.

The Illinois Task Force on Foreign Language and International Studies urged its State's educators to nurture global "survival skills" in students to insure that citizens of Illinois cope with and compete in a diverse world with many ethnic and cultural systems. In 1979 the U.S. Commissioner of Education's Task Force on Global Education reported that global education could "lead to the survival of a planet on which humans can flourish." (p. 4). The New York State Education Department's Center for International Programs and Comparative Studies stated in July, 1980 that education for a global perspective was vital for the success of American economic, social, political, and educational factors. At the Wingspread Conference Center in October, 1980 the National Assembly on Foreign Language and International Studies declared in Toward Education with a Global Perspective that international understanding was essential in an interdependent world when it stated, "Issues of peace, economics, and global harmony hinge on the strengthening of ties among people of diverse cultures. International trade and domestic employment, energy resources and foreign markets, diplomacy and cross-cultural interactions all require greater understanding of how other people think and live." (p. 1). The San Francisco Bay Area Business Task Force on Improving American Competence in World Affairs reported that the nation's weakness in dealing with world affairs was a major obstacle to business opportunities and urged immediate corrective action.

The Reading, Pennsylvania, school district exposes all students at every grade level to programs explicitly defined as global education. The K-12 social studies curriculum is in fact entitled, "The Social Studies -- Global Education Curriculum." In Livonia, Michigan, parents worked jointly with teachers to initiate a globally oriented program as an alternative curriculum within Stevenson High School, the largest of four high schools in that community. Six middle schools in Aurora, Colorado, in the Spring of 1980, held their fourth annual conference on Food, Energy, and Population. In Montclair, New Jersey, a magnet school called The Future School is based upon an emphasis of global issues, problems, and opportunities. Finally, thirty teachers are being trained to use a global issues approach through a statewide global education project in Memphis, Tennessee.

Clearly, Florida's international population and economy, its commitments to global education and its current national leadership role mandate that the State take a more planned approach to helping Floridians develop international understanding. This document is intended to help the State meet this important need.

FINDINGS AND ACTION RECOMMENDATIONS

Introduction: The Advisory Council's recommendations are intended to outline the necessary ingredients for a planned approach for global education throughout Florida. They are designed with flexibility to insure that local school districts are able to develop global education activities consistent with local needs. The plan is based on certain premises -- that it is not a new curriculum or course; that it is not a state mandate; that it is to be community oriented; and that education for a global perspective is vital to Florida's pursuit for educational excellence and economic development.

In framing the recommendations the Council tried to be comprehensive yet provide suggestions that could be carried out individually and still remain effective. Some can be acted on in the near future; others need to be phased in over a period of years, and can be expected to yield results over the long term. A brief narrative about the topic precedes the recommendations and attempts to place the topic in a state context. Sometimes recommendations are reported or similar to recommendations found in more than one topic. This was done usually because the recommendations applied to more than one agency. For example, recommendations appropriate for the classroom teacher were also appropriate to the Florida Department of Education. Topics were selected by the Council and based on their need to be treated as a conceptual issue or as an agency, organization, or institution that must be considered when discussing any educational concept.

Recommendations for the Florida Department of Education were based on their statewide leadership role. Recommendations for the agencies under the Department's supervision such as teacher certification and textbook adoption are treated separately in the section entitled, "General Recommendations." Sometimes topics were separated out from larger topics such as "Teacher Education Program" from "Universities." This, however, was kept at a minimum.

The Council obviously had to strike a balance between the ideal and the practical and between what ought to be and what must be done. They believe that its recommendations taken as a whole constitute a coherent plan for global education in Florida.

Council members believe the plan will not succeed unless it is understood that <u>action</u> must be the concern of all levels of educational systems, from kindergarten through graduate training and research. Action must also be the concern of the private foundations, of business and labor, of the media, of the local communities, of professional and volunteers alike. And, of course, it is the concern of the federal and state government.

GENERAL RECOMMENDATIONS

A. Governor's Commission of Global/International Studies and Foreign Languages

It is increasingly in the interests of the states to educate their citizens for a new world role. Several state education agencies have begun to take on a facilitating and coordinating role in encouraging global perspectives. Some states, such as Oregon and Washington, have acted on the recent report of the President's Commission of Foreign Language and International Studies and are sponsoring their own commissions and task forces. These have served to create a wider awareness and are a necessary first step toward sustaining academic interest in global questions.

A Governor's Commission on Global/International Studies and Foreign Languages should be convened with support provided by the Office of the Governor, the Department of Education, and other state agencies. Membership should be broader than the Florida Advisory Council on Global Education and include representatives from business, government, education, and international agencies. The Commission should address recommendations produced in this document as well as provide leadership and direction for international education in Florida.

B. Statewide Coordinator for Global/International Education

A full-time career-service position within the Department of Education should be developed to coordinate international education activities throughout the State and give leadership and direction to State international education policy. The emerging and rapidly growing statewide network in global and international education mandates this.

C. Form of Global Education Policies

In any state, global education policies can take a variety of forms, including local, institutional, district, regional, and statewide. Obviously, some policies will have more impact than others. Historically, Floridians have relied primarily on local communities as well as individual educational institutions to identify policy needs and make appropriate responses. A unified approach however, must be taken if global education is to gain the necessary momentum and address its immediate need.

State policies should not be mandates but serve to encourage the development of local, regional, or institutional policies. State policies could be used to promote cooperation between Florida's school districts, counties, communities, colleges and universities as well.

Policies involving specific requirements, program and pedagogical changes, and the creation of rules should be derived from local initiatives. In fact, the primary source for the development of global education policies should come from the local level.

D. State Education Regulatory Units

Teacher Certification: The Office of Teacher Education, Certification and Staff Development should consider the addition of a global/international dimension to the Florida Teacher Certification Examination. This would in turn help to encourage teacher education programs to create a global dimension for their curriculum.

The staff should conduct a review of the teacher certification and recertification requirements and consider ways to refine and upgrade requirements for teachers of social studies, foreign languages, and international studies. Furthermore, the Commissioner of Education should have staff consult with active professionals in global education currently residing in the State to help prepare this review.

Student Assessment: The Student Assessment Services Section of the Department of Education should consider preparing and conducting a statewide social studies test which would include a dimension to assess student knowledge of the world and world issues. Guidance should be sought from the Council on Learning and the Educational Testing Service which jointly conducted a 1979 national assessment of college student knowledge of global issues and international affairs.

Textbook Adoption: The Instructional Materials Section of the Department of Education should: a) conduct a survey of the State's currently approved social studies texts to determine those embracing global education concepts; b) develop global education criteria to be used in textbook adoption; c) recommend alternative materials for use until a text is satisfactorily prepared; and d) compile materials from other states.

E. Development of State and Local Networks in Global Education

Global education is most successful where educators, parents, and the community leaders combine their resources at the local level. In fact, global education is best conceived as a grass-roots activity. It has a potential for releasing human energies and resources because more people can understand the need and can become productively involved. This local aspect requires educators to re-examine assumptions about program development and take a fresh approach to teacher training.

Educators can play a decisive role in marshaling community resources in support of global education. Effective global educators are those who have close contacts in the community. Staff development and teacher education in global awareness should be conceived as a broad change process. Teachers, school administrators, and college professors need to see themselves as change agents in the community. Local networking is critical for the long term success of global education.

The Department of Education should take the leadership in promoting the development of local networks in global education. It should recognize and take full advantage of current state, regional, and local global education networks operating in Florida.

Florida Department of Education

Findings:

Support from the Department of Education and the Commissioner of Education is critical if global education is ever to become a reality in the State. The leadership role that is expected from the Department of Education and the Commissioner is enormous. A concept such as global education depends upon firm backing from the State's centralized administration with its leadership and dissemination mechanisms if real success is to be achieved. Significant demand for global education exists in Florida's local communities. The Department of Education, through minimal structural and policy changes, could easily capitalize on this interest. Certainly a more defined leadership role would prove useful.

The Department of Education can enhance global education through programs that are already in place. These would include teacher development programs and state-sponsored workshops for teachers and staff. It is also in the economic interest of the State to encourage programs that bring institutions of higher learning and transnational enterprises into closer collaboration.

Recommendations:

- Consideration should be given to the addition of global education competencies when the Department reviews its current list of 24 generic competencies for teacher certification.

- The Commissioner of Education should direct staff to identify innovative methods to motivate teachers at all levels to develop global perspectives, including: merit pay, tuition waivers, stipends for overseas summer programs, and foreign language acquisition rewards.

- The Department of Education should encourage broader opportunities for students from many cultural backgrounds to participate in the learning experiences of their peers. Such participation, whether in or outside the classroom, contributes substantially to the enhancement of student global understanding.

- The Department of Education staff should provide technical assistance to help school districts and schools initiate global education projects.

- The Commissioner of Education should direct staff to update the 1979 publication entitled Florida Inventory of Global Education Resources. The Inventory should be expanded to include information on non-formal educational, foreign language, and study abroad resources.

Local Schools

Findings:

Local School Districts and School Boards must embrace the concept of global education if the development of global perspectives will be realized. School districts and school boards have to be the primary source for policy formation and implementation. Their support is necessary for teacher involvement, library acquisitions, curricular adjustments, and staff development.

Many of the nation's school boards and school districts through the National School Boards Association (NSBA) have recognized the need to foster local global education activities. In Fall, 1979, the NSBA, through funds from the Longview Foundation, conducted a nationwide survey of school board presidents and superintendents and found that global education was listed as "being important" by more than 60% of the respondents and listed as "overdue" by 25%. Furthermore, 80% of both groups felt that it was something boards should know about. In 1980, the NSBA produced a thirty minute video tape entitled "The Global Connection" which discusses global education and outlines the value and uses of global perspectives to Americans and their schools. This tape is currently available for loan from the Florida School Board Association in Tallahassee.

The Classroom Teachers are central to the global education process and his/her role in the planning and implementation stages is vital to institutionalization of the global concept. The basis of success for global education rests with classroom teachers for students interact with teachers not policies, programs, and concepts. This daily interaction must encompass enthusiasm and competency on the part of the teacher if students are expected to respond accordingly.

International Studies High Schools would contribute vastly to the development of global perspectives as well as provide specialized training to those increasingly large segments of Florida's youth finding themselves living and working with other nationals who speak other languages. Generally speaking, schools of this type design curricula tailored to a student's international and foreign language skills and interests as well as to meet state and local requirements. They can take several forms including: the magnet school - one building in a single school district; the school-within-a-school (Hallandale High School has this model); the consortium school - jointly supported by more than one district; the community participation approach - rely on individuals and institutions from the local community; and the program strand approach. Students can expect to speak and read at least one foreign language; know the culture and values of the people who speak the languages that they learn; relate their own geographical and historical position to that of people in other cultures; know the economic and ecological systems of the world; know how to use data about the world and its people. Finally, the experiences of living in another culture would be integral to schools with an international focus.

Recommendations:

THE LOCAL SCHOOL DISTRICT AND SCHOOL BOARD

-Local school boards should view "The Global Connection" and endorse its use in local schools as well as publicizing its availability.

-School districts through local Teacher Education Centers and the Department of Education should conduct global awareness workshops as part of their in-service effort.

-School districts and school boards should consider the development of policies which would encourage teachers to participate in international exchange programs, to travel in foreign countries, and to study a second language.

-School districts and school boards should encourage local schools to sponsor international week activities or create district-wide international week activities.

-School districts should encourage staff to inventory local global resources including teachers, students, materials, as well as members and organizations of the community.

-School districts should create policies which would encourage school libraries to collect materials with global content.

THE CLASSROOM TEACHER

-The Florida Council for the Social Studies, in cooperation with local councils, should take the leadership responsibility for promoting global education and educating teachers at the local levels. This could be done through the development of guidelines and workshops which include global perspectives as a vital ingredient for a more sophisticated form of civic responsibility.

-Teachers should be represented and included in any planning efforts by school districts or communities for global education activities.

-School Boards should encourage schools and school districts to participate in international teacher exchange programs, both as receiving and sending institutions.

-More collaboration is needed between all teachers, particularly teachers of social studies and teachers of foreign language.

-Foreign experiences for teachers should be expanded through enlargement of teacher exchange programs and participation in overseas study programs.

-Teachers should use students with diverse cultural and national backgrounds as resources in providing learning experiences in the classroom.

INTERNATIONAL HIGH SCHOOLS

-An International Studies High School or program should be available as an alternative to a regular high school to all students in the district with interest in an intensive global program.

-International Schools must not rely on mandates or special funding from state government, but rely on local initiative. They must make use of existing resources and conform to established local and state practices.

-A broad base of support should be cultivated by the Department of Education for a comprehensive public information effort will be required.

-The Department of Education should help school districts study the feasibility of establishing regional or local International Schools and play an active role in promoting and developing International Schools.

-Florida postsecondary institutions should be involved in the development of International High Schools through the provision of technical and pedagogical resources.

-International High Schools should not be restricted to Florida's urban areas for their potential impact on rural areas is significant.

-Language study should be integral to the curriculum of the International High School.

-Teacher education programs and teacher certification requirements must be developed and/or revised to include criteria for teachers and administrators in International High Schools.

Teacher Education Programs

Findings:

There is an immediate need for schools and colleges of education to give high priority to a more appropriate preparation of teachers. For example, according to an American Council on Education study, only five percent of all certified teachers in the United States have received education or training in international subjects. Furthermore, the National Council for Accreditation of Teacher Education (NCATE) recognizes this priority in its multicultural standard.

The relatively poor quality of student knowledge of global affairs is due in part to the limitations of primary and secondary school curricula, and the lack of teachers' international exposure or experiences. The elimination of foreign language courses and requirements as well as basic social studies from many elementary school curricula must be reversed. In the secondary school curriculum, a reemphasis on social studies, history, geography, and foreign language, as well as an infusion of cultural information, insights into language instruction, and the imparting of crosscultural awareness in social studies instruction become necessary.

These opportunities to enrich teacher education with global perspectives come at a particularly good moment. A new generation of apprentice teachers will enter education programs within a few years when teacher shortages are likely to develop in many areas of the country. It is important to begin curricular plans now, so that revised course offerings are in place before these prospective teachers enter their undergraduate experience.

Given this urgent need, Florida's public school teachers must acquire and develop skills in global education if they are to infuse successfully global perspectives into course content. The State University System's nine teacher education programs, primarily responsible for the training of teachers, will need to make a commitment to the development of teachers with global skills as well as address any necessary changes that would be required because of that commitment. It should be noted that at present several of Florida's public teacher education programs have made definite efforts to infuse global perspectives into course content. For example, as a result of this Council, the University of West Florida's College of Education requires all elementary and early childhood majors to take one course which strongly emphasizes the goals and content of global education; at Florida International University, the School of Education has developed a global issues strand within the Professional Core Sequence requirement of the teacher education program.

Recommendations:

-Florida's Colleges and Schools of Education should develop courses in global education to be offered at the preservice, inservice, and graduate levels of education.

-Deans of Florida's Colleges and Schools of Education should form faculty committees to discuss the ingredients necessary for a commitment to global education as well as review current teacher education program requirements and policies as they relate to that commitment.

-Florida's Colleges and Schools of Education should implement a course requirement in global studies for candidates in their preservice teacher education programs.

-Florida's Colleges and Schools of Education, with the cooperation of local school districts, the Florida Department of Education, and the professional education associations should conduct regional planning and awareness seminars to develop local school leadership teams composed of teachers, administrators, and community persons and to propose local plans for global education.

-Educational researchers should be encouraged to develop studies on global education. (See section on research needs for examples of topics.)

-Faculty at Florida's Colleges and Schools of Education should be encouraged to develop curricular materials with global perspectives for use in Florida's public schools.

-Deans of Schools and Colleges of Education should review their articulation agreements with community colleges so those students entering teacher education programs will be able to meet any global requirements.

-Schools and Colleges of Education faculty should consider adding some type of second language requirement to all or some of their programs.

-Teacher education programs should encourage and help to develop foreign exchange opportunities for faculty and students. Overseas student teaching opportunities should be expanded and further developed.

-Faculty should be encouraged to pursue postdoctoral studies in international related areas.

-Teacher education programs should work with the local school district to train current administrators to address competently education for a global perspective.

-Graduate programs in Educational Administration and Higher Education Administration must develop global dimensions.

Universities

Findings:

Preparation of any statewide plan for Florida to meet its needs for global education must focus on its public and private colleges and universities for they are central in providing the training and knowledge for Florida's citizens, policy makers, and international specialists. The nature and quality of training and global knowledge Floridians receive from universities will go far to shape the State's future.

However, at the same time as the need for university graduates to develop global perspectives increases, the institutions that must provide the training face financial difficulties and enrollment instability. Despite these problems, many institutions have implemented international education, study abroad, and foreign language programs. Florida International University was given a mandate, as its name suggests, to address global concerns and offers degree programs in International Relations and International Business, offers certificate programs in Ethnic Studies and Caribbean/Latin American Studies, and has research/training projects in global education and international human rights education. Florida State University has a variety of international academic degree programs including: Yugoslav-American Studies; International/Intercultural Comparative Development Education; Bilingual/Bicultural Education; Asian Studies; Middle Eastern Studies; Slavic and East European Studies; Inter-American Studies; and International Relations. At the University of Florida twelve academic programs are offered including International Business; Comparative Education; Latin American Studies; African Studies; International Law; International Communications; Bilingual and Bicultural Education; and International Affairs. The Universities of North Florida, South Florida, and West Florida offer International Studies programs and a program in Russian Studies is offered at the University of Central Florida. All of the State's public universities offer foreign language and study abroad programs. Finally, to help the State's nine institutions coordinate international programs,the State University System created an Interinstitutional Committee on International Studies.

Florida's private colleges and universities also offer international programs. Eckerd College sponsors The Comparative Cultures Colloquium and a program in International Education. Jacksonville University provides an academic program in International Affairs. Stetson University has two academic programs - International Relations and Russian Studies. Rollins College offers programs in International Relations and Latin American Studies. Finally, the University of Miami has a Center for Advanced International Studies.

Recommendations:

-Each of Florida's public and private universities should set up an institutional global education task force to review current programs, make appropriate changes, and develop an institutional plan for global education. Tasks would include improvement and solidification of course offerings, identification of program and faculty resources, creation of an interdisciplinary work setting, and conducting global awareness seminars for faculty and administrators.

-Faculty are urged to develop, as appropriate, an international dimension to academic programs; at the minimum, a one or two international course requirement. For example, business graduates could take courses in international banking or comparative economic systems.

-The Commissioner of Education as a member of the Florida Board of Regents should initiate discussions with other board members about the concepts and content of global education. Perhaps having them view "The Global Connection" (NSBA) would be a first initiative.

-The State University System should consider developing policies which would foster and support university-based global education activities.

-The State University System should press the Florida legislature to support the growth and development of global/international education and foreign language programs. A legislative resolution would perhaps be a logical beginning.

-As global education is related to Florida's economy, the State's colleges and universities need to recognize their obligation to provide learning opportunities and resources to those students planning to make careers in international business as well as to businesses pursuing overseas markets and opportunities.

-A "Domestic" junior year program should be established for students wishing to concentrate in international studies but enrolled in institutions with limited resources in this field.

-Universities should be encouraged to join the Florida Collegiate Consortium for Intercultural/International Education.

Community Colleges

Findings:

Integral to Florida's postsecondary education system to educate its citizens are the 28 community colleges. Their community bases and local commitments tie them to local people and institutions. Over 109,000 students received Associate of Arts degrees in 1978/1979 from these institutions. Clearly,the State's community colleges can play a significant role in helping Florida's citizens change their concept of the world and its relation to their community.

At present,many of these institutions are committed to global/international education. Eight community colleges are members of the Florida Collegiate Consortium on International/Intercultural Education. Several of the State's Community Colleges have Task Forces on Global Education including Daytona Beach Community College. Brevard and Florida Jr. College are members of the Community College Cooperative for International Development. Many institutions offer courses with international themes including business, history, political science, behavioral science, geography, music, humanities, and fine arts. Broward Community College, Brevard Community College and Florida Junior College offer academic programs in international studies. Daytona Beach Community College, Valencia Community College, and Miami-Dade Community College are considering a general education area requirement for international education while Broward Community College has implemented such a requirement. Finally, study abroad programs, international exchange programs, and courses in foreign language study can be found at most of Florida's community colleges. In fact, Broward Community College has a center in Spain.

Recommendations:

- Each of the State's community colleges should set up an institutional global education task force to review current program and course offerings, make appropriate changes, and develop an institutional plan for global education. The task force's primary goal would be to strengthen and improve the structure, quality, coverage, and utilization of course offerings in the field of international studies.

- Each of the State's community colleges is urged to add one or two course requirements to all Associate of Arts degree programs apart from required language study. Students, for example, could be required to take courses with international themes such as international banking and finance, Latin American history, or international economics. This could be a course taken in place of an elective, or a course consistent with current program requirements.

- Each community college should conduct global awareness seminars for faculty and administrators. This could be coordinated by the institutional task force.

- Each community college should expand its continuing education, Community Instructional Services, and adult education programs to include activities related to international studies, global awareness, and the development of global perspectives.

- Community college presidents and administrators should review the results of both Broward Community College's and Brevard Community College's federally funded projects to develop Associate of Arts degree programs in International/Intercultural Studies as well as to incorporate International/Intercultural concepts into selected occupational and technical programs leading to the Associate of Science degree.

- Community colleges should be encouraged to join in the Florida Intercollegiate Consortium for Intercultural/International Education.

- Community colleges should either develop or make use of existing study abroad programs and encourage student participation.

- Community colleges should adopt policy statements in support of Global Education and have these policy statements formally adopted by their Governing Boards.

Community and Adult Education

Findings:

Americans have raised to a high art the techniques of community education and citizen participation related to domestic affairs. Florida has achieved this through its Community Instructional Service program (CIS). These same techniques can be applied to global problem solving. The goals of community education on international issues include helping people develop a fuller awareness and understanding of their community's place in the world, creating opportunities for citizens to work together on international concerns, and offering an effective avenue to channel local responses to international issues. As more Americans become aware of their stake in participating in decisions that determine world affairs, community education on international issues will take on increased importance.

Adult education plays an important and very logical part in global education as well. Every democratic society depends on a well-informed citizenry. The nature of our interdependent world has required that an "informed" citizen possess a global perspective. Thus, the consequences for educators and schools are clear; Global Education has, to date, focused on social studies programs in K-12 and at the college and university levels. However, what needs to be expanded in the future are the specific ways in which adult and community education and the current emphasis on lifelong learning will complement research efforts. This growth in adult education is necessary to insure that all citizens, not just the young, become informed in international affairs and to prevent the possible exclusion of adult education from the broad global education movement now underway.

Recommendations:

- Adult and Community Education Section administrators and staff need to integrate global dimensions into current state priorities for adult and community education. This would permit Florida's educators and school districts to complete for funds under Section 310-311 of the Adult Educational Act and initiate local global education projects for adults.

- Florida Department of Education staff related to adult and community education programs should publicize the need to tie global perspectives to adult and community education.

- Instructors, staff, and administrators of Florida's Community Instructional Service programs should recognize the need to view community problems from a global perspective and amend current policies accordingly. Community Instructional Services' Regional Coordinating Councils should develop policies whereby priority is given to course offerings with global dimensions.

- Special effort must be made to draw adult and community educators into the developing statewide network for global education. Furthermore, the inclusion of adult and community educators into local planning networks is crucial.

State, Community, and International Agency Resources in Global Education

Findings:

The Council clearly recognizes that the preparation of Floridians to meet the challenge of expanding global interdependence is a task that extends far beyond the education sector and will require the involvement of resources outside the classroom.

International Agencies such as UNESCO, UN, NATO, OAS, OPEC, European Economic Community, Council of Europe, Arab League, the World Bank, and the specialized agencies of the United Nations obviously have an impact on global studies. The policies and programs promoted by these organizations greatly influence the economic, political, social, and cultural factors of the world's nations and thus the world population. Their role in resolution of world problems, the promotion of intercultural programs, and the development of international understanding is immense and is expected to increase as future global interdependence continues to grow. Thus, the understanding of international agencies and organizations and efforts to draw them into state and local global education projects is crucial.

In addition, there exists in Florida a number of efforts and resources that should be taken into consideration in implementing a statewide strategy for global education. Consider the following examples:

- The Office of the Governor is presently working to improve international relations through a network of over 1,000 retired ambassadors, United Nations staff and other Foreign Service personnel residing in Florida. This group represents priceless expertise in such areas as economic development, cultural exchanges, and other international initiatives, and could contribute greatly to the planning and implementation of global education at all levels.

- The Florida Secretary of State maintains contact with the 38 foreign consulates which are maintained in the State. These offices are an important link in the development of cultural exchange programs and other international communications activities.

- The Department of Commerce encourages foreign tourism in Florida, and performs such business-related functions as monitoring the rate of import/export activities in the State, recently estimated at over $20 billion for the current year. Commerce also maintains listings of multinational corporations doing business in Florida. Corporate personnel, both active and retired, represent another excellent resource for the development of global education activities.

- Local Agencies, Organizations, and Professional Associations such as PTA's, Labor Unions, and World Trade Council can be enlisted to assist in promoting global awareness. For example, Rotary International is developing over the next six years a multimillion dollar project for

scholarship and exchange programs to permit high school and college students to travel and study overseas as well as to allow foreign students to come to the United States. Other potential sources of support are Chambers of Commerce, Kiwanis, Junior League, United Nations Associations, Community World Affairs Councils, and the NAACP. Several communities in Florida have compiled information of an international nature relating to business services, ethnic organizations, recreational opportunities, church services in other languages and other resources.

As a final point, it is noted that education has traditionally been divided in terms of classes, grade levels, and departments. The world, however, is divided into problems and opportunities. Global Education represents a key to providing a more integrated, functional approach for preparing individuals to deal with all aspects of contemporary society.

In view of these findings, the Advisory Council wishes to underscore the importance of involving non-educators in the development and implementation of a plan for global education.

Recommendations:

-Any statewide group established to provide ongoing policy direction in the area of global education should be broadly representative of non-educators involved in various facets - economic, social, cultural - of the international community.

-Program development at the local level should involve the non-educational sector both in an advisory capacity and as resources in the actual delivery of global awareness activities.

-The Inventory of Global Education Resources in Florida should be updated and expanded to include state and national agencies, organizations and individuals outside the educational domain which can contribute to achieving the objectives of global education. The United Nations, World Bank, AID, Inter-American Development Bank, Organization of American States, and foundations such as Ford and Rockefeller are examples of the kinds of listings which should be added.

-As a supplement to the above Inventory, a model directory of regional and local resources similar to the Pensacola International Directory should be developed and disseminated throughout the state. The Global Awareness Program in cooperation with the Department of Education should provide the leadership for this effort, including the extension of technical assistance to local organizations - Chambers of Commerce, educational institutions, banks - interested in developing a listing of this type. In order to minimize duplication and overlap, it is suggested that these directories be organized on a regional basis (the community college districts, for example).

-The Department of Education should develop ties to international agencies active in Florida and inform them of the State's global education policies, plans, and projects. This would serve to help local school districts and communities identify agencies and help them to develop cooperative local global education projects and local statewide networks.

Libraries, Media, and Learning Resource Centers

Findings:

School, university, college, and public libraries, media, and learning resource centers must have sufficient and appropriate materials in order for global education to have any type of significant educational impact. In the past several years a wide variety of resources has been produced and identified for use in global education activities. These resources include films, books, and journal articles on the merit, necessity, and theoretical underpinnings of global education. In addition, publication of curricular materials related to international understanding, human rights, world hunger, environmental deterioration, and other global topics are widely available.

Recommendations:

-Local global education leaders should include library and learning resource center staff in global education activities and the development of local global awareness.

-Library and learning resource center staff should inventory holdings to determine suitability for use in global studies. In addition, staff should publicize this inventory to faculty, students, and local citizens.

-Schools, universities, and colleges should support the incorporation of appropriate resources for global education into current holdings.

-Library and learning resource center staff should develop policies which would insure materials with global content are acquired.

-Local public libraries should consider developing programs with global or international themes such as world hunger, the culture of a particular country, or human rights.

-Postsecondary, adult, and K-12 faculty and teachers should be aware of the global content of materials they request for their libraries or learning resource centers.

Evaluation

Findings:

It is important for classroom teachers, school administrators, and educational researchers to be able to evaluate the effects of and skills developed in global education. Great care however, must be taken in the development of instruments to measure outcomes of global education for skills related to international understanding, conflict resolution, and values are frequently disposed to subjective interpretation. Nevertheless the activities of global education programs must be evaluated to insure quality, flexibility, and relevancy.

Evaluation should focus on a variety of levels including student, faculty, program, county, region and state. This comprehensive approach is essential if educators are ever to understand the full impact of global education efforts in the State and also to permit state, local, and school policy makers to respond in an appropriate manner to problems, misdirections, or successes.

Recommendations:

-Several types of evaluation efforts could and should be undertaken. First, efforts related to quality evaluations of students would measure, at least: a student's willingness to participate in international dialogues, mastery of concepts and facts and, recognition of diversity. Second, quantity evaluationsof students would measure, at least: the amount of curricular materials held by schools, teachers, and programs; the number of students studying a foreign language and, appearance of global concepts in courses or lesson plans. Third, would be quality evaluations of school or school district's global education efforts by teachers, principals, teacher educators, consultants, and parents.

-School districts, school administrators, and teachers should be provided with guides, research, and models of evaluation techniques in global education including the Educational Testing Service's recent survey of the Global Understanding of American College Students.

-The Department of Education, with the aid of the State's Schools and Colleges of Education, should provide the leadership in disseminating evaluation techniques, research, and information to school districts, schools, and teachers.

-University researchers should be encouraged by school districts, school administrators, teachers, and the Department of Education to develop and conduct local, regional, state, and national studies of evaluation instruments in global education.

-Evaluation instruments should be free of cultural bias and not attempt to measure values.

Research Needs

Findings:

Most observers agree that research in global education is deficient. The reasons are varied and range from the recency of the identified need in the schools for global education itself to weaknesses of educational research more generally in areas such as cognitive processes and values acquisition. Researchers in Florida's universities, colleges and schools will have many opportunities to contribute to the small but growing interest in the field as best illustrated by the planning project sponsored by the National Institute of Education on International and Foreign Language Education (1981).

Recommendations:

- Status Studies: Surveys and questionnaires should be undertaken including, (1) a Florida replication of the Council on Learning/ETS national study of college freshmen and seniors understanding and attitudes toward global issues; (2) the status of global education in K-12 and college/university curricula in Florida's schools; and (3) the level of public support in Florida for global education.

- Policy Studies: Research that links educational programs to the global problems and issues which will be on the Florida agenda during the next decade is crucial.

- Training and Development Studies: Research to determine how state level educational personnel, adult educators, district administrators and supervisors, university teacher educators, and classroom teachers can be trained to disseminate and to teach global education and how to do research in global education must be carried out. Comparative studies of teachers respectively characterized by a "high" and "low" quality of global education are needed. Studies designed to identify the characteristics of teacher education programs that enhance teachers' global education would aid in the training of teachers with global perspectives.

- Case Studies and Evaluation Studies: Case studies of successful programs at the K-12 and college/university levels should be developed and disseminated. Validation studies should be undertaken in schools and colleges where global education programs are implemented so that exemplary programs may be disseminated through state and national diffusion networks.

- School and Classroom Studies must be carried out including, studies that assess the place schools occupy in the overall context of students' global education and studies designed to identify the characteristics of the culture of schools that either inhibit or facilitate global education. Research on the contribution of second language acquisition to students' global awareness and perspectives is also necessary.

- Reviews of Related Research: Finally, needed are studies that identify and collate the appropriate research already undertaken in related fields such as learning and developmental theory, political socialization, and knowledge/behavior relationships.

The Relationship Between Area Study Centers and Global Education

Findings:

The minimum standard for determining that a global perspective exists is that an individual has the power and desire to interpret events in other cultures as they are perceived and given significance by members of those cultures. Traits associated with this standard are: 1) the ability to conceptualize complex international systems; 2) a knowledge of international events; 3) a respect for the diversity as well as the similarities of human patterns of behavior; and 4) the ability to communicate in a second language with an indigenous speaker of that language. This statement reiterates the definition of global studies which initiated this document.

Area study centers, visually located in university settings, provide a focus which brings together scholars of various disciplines who share both interests and personal experiences in a particular culture area. Normally, such individuals hold their appointments in an academic discipline, e.g., history. Area study centers stress: 1) language proficiency; 2) cross-cultural experiences here as well as abroad; 3) the conceptualization of knowledge relevant to cultural dimensions; 4) the practical application of such knowledge; 5) the values associated with diversity; and 6) the dissemination of knowledge to the public.

Obviously, area study centers have long been committed to the fostering of international understanding.

Recommendations:

-Area study centers in Florida currently support "outreach" or educational extension activities intended to make the knowledge of specialists and teams of specialists available to the general public. Much of this work has been supported by modest federal grants. A critical need is thus additional funding in order to institutionalize and expand this activity, especially for the purpose of reaching new publics such as adults and other non-traditional students.

-Area study centers need to be aware that "outreach activities" reach beyond the school setting and should reach such groups as businessmen and politicians, e.g., "Florida in the World."

-Area study centers, by definition, possess experts relevant to cultural regions. These persons should be involved in reviewing the content for classroom materials intended for use in the public schools and their activities should be rewarded by area study center directors. State officials should avail themselves of this service.

-Area center specialists have language proficiency. They should work actively with foreign language teachers and programs.

-Area study centers should periodically fund and publish status studies intended to ascertain classroom needs as perceived by teachers, as well

as what is actually being taught, to whom, and by whom. Such status reports should address themselves particularly to the following instructional areas: foreign language, social studies, literature, home economics, art, music, physical education, and the sciences, including agriculture.

-Area study centers should both help teachers locate instructional resources and, where such resources are nonexistent, commit funds for their development. Centers should have funds for the express purpose of purchasing teaching materials for K-12 as well as tertiary level. Classroom teachers should be involved in such activities.

-Area study centers should work with school principals and administrators in order to help them appreciate the value of global studies in the secondary school curriculum. Given the existence of school-based management, this is critical.

-Area study centers should establish and maintain contact with colleges of education in an attempt to upgrade pre-service global studies training as well as in-service, even though sensitizing student teachers and teacher interns is essentially difficult prior to a position. Thus, this pre-service training must be reinforced by inservice training.

-Area study centers should establish and maintain linkages with state professional groups such as the Florida Council for the Social Studies, the Florida Foreign Language Association, Florida Literature, Florida Association of Community Colleges, etc.

-Area study centers should establish working relationships with statewide supervisors, especially of social studies and foreign languages.

-Area study centers have particular responsibilities, especially in Florida, to work with ethnic groups. These groups provide a link between root cultures and contemporary United States culture which facilitates the globalization of United States Communities.

-Area study centers tend to be based in university settings. Outreach activity by faculty members should be viewed as a scholarly activity and used as part of the decision-making process concerning merit, tenure, and promotion. Without faculty status, center personnel and centers themselves are likely to be relatively ineffectual within a university setting.

-Area study centers attract overseas students and professors. Center personnel should help classroom teachers to become aware of and use this resource.

-Area study centers should facilitate travel to countries and cultural areas for teachers, agriculturalists, business persons for the purpose of improving relationships and language and cultural skills.

-Area study centers should continue to work with community colleges in order to create statewide programs designed to develop a global perspective.

The Relationship Between Non-Social Studies Courses and Global Education

Findings:

Instilling a global consciousness in elementary and secondary school students, as well as in college and continuing education students in other settings, requires a multi-faceted approach in the educational effort. Collectively, contributions to the total learning experience from similar and diverse disciplines will comprise the ideal composite of the global education enterprise. In addition, every basic skills course can incorporate global dimensions without endangering the intent of the course.

Recommendations:

-As critical as it is for students to develop a functional command of languages other than their native language, instruction in language should identify the cultural contexts from which the languages evolved. Students should develop appreciation for patterns of communication behavior among cultures by investigating the dynamics of the speaker-listener interaction, thereby cultivating the ability to formulate adaptive strategies in talking with people from other cultures.

-Language arts, literature, and other forms of creative expression such as music and the visual arts, should be explored both in terms of their rudiments and as indices of values, perplexities, and aspirations of the cultures in which they were produced.

-The study of science, grounded in process-oriented methodology, should be imbued with investigations into humanistic concerns which shape the life dimensions of culture, such as environmental studies.

-In gaining mathematical sophistication, students should be exposed to learning units associating mathematical concepts and methods with problems and trends illuminating the life of the world as a global community.

-Physical education should demonstrate the cultural origins of national sports of other countries such as soccer, rugby, polo, and cricket.

-School administrators should encourage faculty to take an interdisciplinary approach to subject matter using global education as a unifying mechanism. Perhaps a combined academic and cultural approach to an annual international day or week would provide this stimulus.

The Relationship Between Foreign Language Study and Global Education

Findings:

There is a close relationship between the study of foreign language and the development of global perspectives. Americans general lack of understanding of other cultures is probably directly related to American disinterest and thus incompetence in foreign language. A student studying in another culture in which he or she is fluent in the native language surely can only help the student to more fully understand that culture. In order to repair the damage to America's competitive economic edge, managers in government and business need to develop foreign language skills in addition to global perspectives.

The Council concurs with the findings on foreign language of the President's Commission on Foreign Language and International Studies. It agrees that Americans lack of competence in foreign language skills is alarming and that "vital interests are impaired by the fatuous notion that our competence in other languages is irrelevant." (p. 6) The Council also supports the notion that America's lack of foreign language competence diminishes American capability to meet success in diplomacy, foreign trade, and in citizen understanding of other cultures, economies, and social and ecological systems.

Recommendations:

-The Council supports the recommendations on foreign language found in Strength Through Wisdom, A Critique of U.S. Capability, a report to the President from the President's Commission on Foreign Language and International Studies.

-The Commissioner of Education, as a member of the Board of Regents, should urge the Board to study and consider the reinstatement of foreign language requirements in higher education programs. In addition, as the Chief State School Officer, he should urge the inclusion of foreign language requirements for secondary education.

-At the K-12 level foreign language teachers should be encouraged to work with social studies teachers to develop curriculum and lessons which would lead to the appreciation of second language development as it relates to global understanding and economic opportunities.

-Student academic advisors need to become better informed about the value and uses of second language development.

-Universities should consider support mechanisms to improve the quality of the training of teachers of a foreign language.

-In general, language education should start earlier and last longer.

-Florida's teachers should be encouraged and eventually required to possess foreign language skills. For example, credit toward teacher recertification in all subjects might be awarded for foreign language study. In addition, special recognition of individual achievement by both teachers and students might include study abroad.

-Foreign language programs are urged to experiment in various types of instructional techniques including the integration of foreign language instruction with culture studies and attention to domestic minority groups, early language training, immersion programs, self-instruction technology, and two-way bi-lingual programs.

The Relationship Between Law Related Education and Global Education

Findings:

There is an obvious relationship between Global Education and Law Related Education in that both are chiefly designed to promote civic literacy and citizenship education.

Our law is the product of the influence of the laws of many countries. It has always been enriched by the great influx of different ethnic groups who form our pluralistic society. Our law continues to evolve and is constantly being affected by the new challenges we face as we receive new immigrants in our land. By making our youngsters aware of how our law was developed, how we have become the benefactors of an enormous legacy that has strengthened our country, and how we relate to other countries through a comparative law related education program, we will be able to develop a better global understanding.

Recommendations:

- We encourage and support the implementation of K-12, adult, postsecondary programs that foster the law related implications of global education.

- A broad outline of areas to which educators should address themselves with regard to law related education and global education should include:

    1. developing an appreciation of world history and the law;
    2. developing an awareness of a multi-language and multi-cultural world governed by different legal codes;
    3. stressing the role of international law and diplomacy and the importance of immigration policies;
    4. stressing the commonalities and differences of our law and the law of other countries;
    5. understanding the ways in which law and criminal justice are enforced in the United States and other countries;
    6. developing an awareness of international human rights and how they are violated in some countries;
    7. developing an understanding of how the United States political system operates and how it is similar or different from other systems through out the world.

- Local school districts should continue programs specifically designed to teach the duties of citizenship and responsibilities to our laws in our school system.

The Relationship Between Multicultural Education and Global Education

Findings:

Multicultural education is education which values cultural pluralism. It affirms that schools should be oriented toward the cultural enrichment of all children and youth and recognizes cultural diversity as a fact of life in American society. Furthermore, it claims that this cultural diversity is a valuable resource that should be preserved and extended in America's educational institutions.

The National Council for Accreditation of Teacher Education (NCATE) recognized the importance for prospective teachers to receive training in cultural pluralism education when it adopted a multicultural standard in May, 1977. It stated,

> "Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions."

The conceptual framework of global education expands the recognition of cultural diversity beyond the boundaries of American society to the recognition of cultural diversity of non-American societies - the nations of the world. The relationship between the two frameworks is clear and direct.

Recommendations:

- Close cooperation between advocates for global education and multicultural education is essential and should be strongly encouraged. School district and postsecondary administrators should take the leadership in this initiative. This cooperative framework would serve to reduce duplication in efforts related to methods, materials and teachers.

- Current policies related to global education and multicu tural education should be reviewed for compatibility and, if necessary, changed to insure a cooperative mode will be achieved.

- The Department of Education should direct staff of multicultural education programs to determine their suitability to global perspectives.

- Scholars and researchers associated with multicultural education should be encouraged to expand their interests to include ideas related to global education.

- Multicultural educators should be drawn into global education planning groups at all levels.